DOCUMENT RESUME

ED 087 139 EA 005 895

TITLE	State of Washington, Delphi Study Materials.
INSTITUTION	Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE	[73]
NOTE	55p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bibliographies; *Educational Needs; *Educational Objectives; Futures (of Society); Opinions; *Public Schools; Questionnaires; *Resource Materials; State Departments of Education; State Programs; *State Surveys; Tables (Data)
IDENTIFIERS	Consensus Models; *Delphi; Washington State

ABSTRACT

This document contains the Delphi materials used by the Washington State Department of Education in establishing future educational goals. A variety of persons interested in education were asked to respond to a 3-part survey to help identify desired educational outcomes of the future. Included in the materials is the final distribution of responses, as well as sample statements constituting a minority opinion report on each of the items. (WM)

ED 087139

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

STATE OF WASHINGTON

DELPHI STUDY MATERIALS

Provided by:

Frank B. Brouillet
Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Alfred Rasp, Jr.
Director, Program Evaluation

EA 005 995

Outline of Participants
Washington State Delphi Survey
To Establish Goals for the Common Schools

Occupational Categories	Urban Metropolitan	Urban Non-Metropolitan	Suburban	Rural Small Community	Total
Teachers	19	16	43	23	101
Administrators	22	16	45	20	103
Students	19	22	47	20	108
PTA Presidents School Directors	20	15	45	20	100
Business Labor Professionals	72	57	88	86	303
Higher Education	----------	---------- 73	----------	----------	--- 73
SPI Staff	----------	---------- 78	----------	----------	--- 78
TOTAL					866

Spring 1971

This representative sample was based on data which indicated that approximately 20 percent of the Washington common school children attend schools in the urban metropolitan areas of Seattle, Spokane, and Tacoma; 15 percent in non-metropolitan cities over 15,000 population; 45 percent in suburban school districts; and 20 percent in rural small community areas.

STATE OF WASHINGTON

Superintendent of Public Instruction

LOUIS BRUNO
STATE SUPERINTENDENT

March 17, 1971

P. O. BOX 527
OLYMPIA 98501

The State Board of Education of Washington is interested in the continuing improvement of the public common school system. As a first step in establishing goals or targets for 1975 and beyond, a broad sampling of persons interested in education is being asked to respond to a three-part survey to help identify desired educational outcomes of the future.

The process we will follow involves the use of three questionnaires:

1. The first questionnaire, which is included with this letter, asks you to suggest possible outcomes or targets for the public common school system.

2. The second questionnaire, which you will receive in April, will ask you to indicate a priority rating for a number of targets or outcomes developed from the first questionnaire.

3. The third and final questionnaire in May will show the average response to each item as indicated by the ratings on the second questionnaire. You will be asked to consider revising your response in light of this additional information.

The consensus forming procedure was used quite successfully to help the School of Education at the University of Virginia establish target goals for the decade of the 1970's. We are convinced that this technique of gaining expert opinions about the future without the expense of bringing people together in a face-to-face contact situation is an appropriate path to follow during this period of economic flux in our state.

I would appreciate it if you would take the time to involve yourself in this important process.

Cordially,

Louis Bruno

Louis Bruno
State Superintendent
of Public Instruction

Frank B. Brouillet
Superintendent of Public Instruction
Olympia, Washington 98504

LB:pw
Enclosure

March 17 1971

Name_____*

Questionnaire 1

As you respond to the question below, think in terms of what conditions are likely to be present in the decade 1975 to 1985 and what the educational outcomes of the K-12 public common school system should be in view of these conditions. Please be brief with each response--not more than five or six words for each item. Direct your thinking toward a specific educational outcome which will be desired in the years ahead. Broad philosophical statements will <u>not</u> be as helpful in the study as a concise focus on outcomes in terms of student performance.

Please complete the following statement. Space is provided for you to add a fifth outcome.

IN THE DECADE 1975 TO 1985 THE WASHINGTON PUBLIC COMMON SCHOOL SYSTEM SHOULD DEVELOP PROGRAMS WHICH MOVE IN THE DIRECTION OF:

INCREASING_____

MAINTAINING_____

REDUCING_____

DEVELOPING_____

( )_____

Please return this form in the enclosed envelope by March 31, 1971.

Alfred Rasp, Jr., Supervisor
Secondary Education
P.O. Box 527
Olympia, Washington 98501

*Names will be withheld from published tabulations.

STATE OF WASHINGTON

Superintendent of Public Instruction

LOUIS BRUNO
STATE SUPERINTENDENT

April 14, 1971

P. O. BOX 527
OLYMPIA 98501

Establishing future priorities for the public common school system is a vital task. Since the number of people being contacted is relatively small, each response is significant. Your role in this state survey is crucial. Please take the time to respond. Your participation is greatly appreciated.

The enclosed questionnaire has been developed from the items submitted by the many people completing the first form in March. Individual contributions may not appear as originally written because frequently several were combined to form one questionnaire statement. Please respond to all of the items in the biographical data section and questionnaire that follow. Even if you did not return the first questionnaire, take this new opportunity to become involved.

A self-addressed, stamped envelope is enclosed for your convenience. Kindly return the biographical data and questionnaire by April 30, 1971. The final questionnaire in this three-part survey will be mailed to you in May.

Cordially,

Louis Bruno

Louis Bruno
State Superintendent
of Public Instruction

LB:pw
Enclosures

(For Coding Use Only)

Questionnaire 2

April 14, 1971

Please record all responses by circling the appropriate number in the answer column. Your responses will become part of a pool of information and not identified individually. No tabulations will be made on an individual basis.

Biographical Information

Item	Answer	
1. Please indicate your sex by circling the appropriate number in the answer column.	1	Male
	2	Female
2. Please indicate your age category by circling the appropriate numbers.	11	10-19 years
	22	20-29
	23	30-39
	24	40-49
	35	50-59
	36	60-69
	37	70 +
3. Indicate the highest level of education attained by circling the appropriate number.	1	Less than High School Graduation
	2	High School Diploma
	3	Some Education Beyond High School
	4	Bachelor's Degree
	5	Master's Degree
	6	Doctorate
4. Do you presently have children enrolled in the public schools grades K through 12?	1	Yes
	2	No

QUESTIONNAIRE 2

April 14, 1971

Please circle the single number that represents the priority that should be assigned to each of the following questionnaire items. Think in terms of the decade 1975 to 1985 and consider each statement as a possible outcome or as a target for the energies and resources of the K-12 public common school system of the State of Washington. You are encouraged to distinguish carefully among the possible responses and use the entire range as you indicate your priorities.

The scale of priority is:

Schools ought not be involved at all	Lowest priority	Low priority	Some priority - after higher priorities are achieved	High priority	Highest priority - a must
1	2	3	4	5	6

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 5 6	1. Have an understanding of alternative political and economic systems.	
1 2 3 4 5 6	2. Recognize attempts to influence behavior through advertising and other forms of mass persuasion.	
1 2 3 4 5 6	3. Be able to read the daily newspaper with understanding.	
1 2 3 4 5 6	4. Be able to compare the basic beliefs of the major world religions.	
1 2 3 4 5 6	5. Be able to distinguish between fact and opinion as presented in newspapers, magazines, and television.	
1 2 3 4 5 6	6. Understand the ingredients of good personal hygiene.	
1 2 3 4 5 6	7. Recognize the importance of cultural, racial, and ethnic differences as contributing positively to our nation's future.	
1 2 3 4 5 6	8. Be able to present a positive image to a potential employer.	
1 2 3 4 5 6	9. Be skilled in obtaining information from a variety of sources (printed materials, observations, films, etc.).	

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 5 6	10. View competition in all things as healthy.	
1 2 3 4 5 6	11. Be skilled in the techniques of some style of artistic expression.	
1 2 3 4 5 6	12. Have a knowledge of occupational and educational alternatives; their requirements, performance expectations, and rewards.	
1 2 3 4 5 6	13. Demonstrate the ability to develop novel solutions to problems.	
1 2 3 4 5 6	14. Demonstrate competency in the basic skills commonly known as the 3 R's.	
1 2 3 4 5 6	15. Understand the contributions of the arts to an enhanced enjoyment of life.	
1 2 3 4 5 6	16. Be able to apply basic survival techniques.	
1 2 3 4 5 6	17. Know the probable effects of drug use.	
1 2 3 4 5 6	18. Understand the benefits of a nutritionally balanced diet.	
1 2 3 4 5 6	19. Be able to pursue leisure-time activities which are interesting and enjoyable.	
1 2 3 4 5 6	20. Feel good about himself.	
1 2 3 4 5 6	21. Desire to pursue a formal education beyond the high school.	
1 2 3 4 5 6	22. Be able to communicate an idea using a variety of techniques like drawings, photographs, and movie film.	
1 2 3 4 5 6	23. Focus attention on contemporary events rather than past history.	
1 2 3 4 5 6	24. Have knowledge of the advantages and limitations of computers.	

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 5 6	25. Know the basic principles and values of the American democratic heritage.	
1 2 3 4 5 6	26. Have skills in the careful observation and judging of television programs.	
1 2 3 4 5 6	27. Be familiar with the basic laws of nuclear physics.	
1 2 3 4 5 6	28. Feel free to fully express his individuality.	
1 2 3 4 5 6	29. Be able to predict likely consequences of selected courses of action.	
1 2 3 4 5 6	30. Be able to use a scientist's style of investigation.	
1 2 3 4 5 6	31. Be able to interact meaningfully with people from different cultures, races, generations, and life styles.	
1 2 3 4 5 6	32. Be aware of issues of local, national, and world interest.	
1 2 3 4 5 6	33. Understand the methods by which human reproduction may be controlled.	
1 2 3 4 5 6	34. Understand the contributions literature can make in explaining human behavior.	
1 2 3 4 5 6	35. Have a saleable job entry skill, whether or not he plans on college.	
1 2 3 4 5 6	36. Have a capacity for dealing with surprise and uncertainty.	
1 2 3 4 5 6	37. Be able to use a variety of language forms, selecting words and grammar appropriate to the given situation.	
1 2 3 4 5 6	38. Be able to provide logical arguments based on available evidence to support decisions regarding public policy.	

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 5 6	39. Be able to carry on an informal conversation in at least one foreign language.	
1 2 3 4 5 6	40. Have experiences in team sports and/or performing groups.	
1 2 3 4 5 6	41. Know the roles different members of the family are expected to play and the reasons for these roles.	
1 2 3 4 5 6	42. Be able to develop logical proofs in geometry.	
1 2 3 4 5 6	43. Understand the importance of and be willing to participate in nonviolent demonstrations.	
1 2 3 4 5 6	44. Be able to "kill time" in a way that is personally satisfying.	
1 2 3 4 5 6	45. Develop an ability to "beat the system."	
1 2 3 4 5 6	46. Possess a commitment to the American way of life.	
1 2 3 4 5 6	47. Know and apply the principles of safe driving.	
1 2 3 4 5 6	48. Be able to read a technical book in a field of interest.	
1 2 3 4 5 6	49. Have developed hobby skills such as sewing, woodworking, etc.	
1 2 3 4 5 6	50. Have skill in at least one life-long sport such as golf or tennis.	
1 2 3 4 5 6	51. Understand the complex relationships that exist between human activities and the physical environment.	
1 2 3 4 5 6	52. Be able to work in groups in order to attain group goals.	
	ON THE NEXT PAGE YOU WILL BE ASKED TO CONSIDER FOURTEEN STATEMENTS INVOLVING EDUCATIONAL PRACTICES.	

Response	Item	For Coding Use Only
Lowest Highest	To acnieve the desired educational outcomes, school systems should:	
1 2 3 4 5 6	53. Reduce emphasis on report cards and competition for high grades.	
1 2 3 4 5 6	54. Involve the community to a greater degree in setting goals and objectives for the educational programs.	
1 2 3 4 5 6	55. Provide an open campus for secondary students so they can come and go freely during the day.	
1 2 3 4 5 6	56. Provide high school credit for a wide variety of job-experience programs.	
1 2 3 4 5 6	57. Increase public educational opportunities for children ages 3 to 5.	
1 2 3 4 5 6	58. Involve more non-credentialed resource persons in school instruction and use school funding to support this endeavor.	
1 2 3 4 5 6	59. Provide parents a greater opportunity to select which schools their children will attend.	
1 2 3 4 5 6	60. Increase the opportunity for students to enter and exit programs at any time during the school year.	
1 2 3 4 5 6	61. Operate buildings and programs year round.	
1 2 3 4 5 6	62. Be held accountable for student success.	
1 2 3 4 5 6	63. Provide special programs for gifted children.	
1 2 3 4 5 6	64. Provide youth the opportunity to become involved in administrative policy making.	
1 2 3 4 5 6	65. Contract with local businesses to provide job orientation and supervise work experiences for students.	
1 2 3 4 5 6	66. Provide additional programs and specialized services for handicapped children.	
1 2 3 4 5 6	67. Increase pupil self-direction and decision making in the selection of learning experiences.	

STATE OF WASHINGTON

Superintendent of Public Instruction

LOUIS BRUNO
STATE SUPERINTENDENT

P. O. BOX 527
OLYMPIA 98501

May 12, 1971

Dear

Thank you for participating in the State Board of Education's efforts to establish goals and set priorities for the public common school system. Once again your role in this survey is vital.

Enclosed you will find the final questionnaire in our three-phase survey. This questionnaire is the same as the last one you received except that the priority most frequently selected by those responding to the second questionnaire is indicated for each item by a black square. Your April response is shown by an orange circle.

The purpose of this third questionnaire is both to increase consensus and to discover a minority opinion. You are requested to study the results of Questionnaire 2 for each item. If after consideration you decide that the consensus response indicated by the black square does not represent your opinion now, please briefly state your reason in the space provided. If you state no reason, it will be assumed that you support the consensus indicated by the black square.

On behalf of the members of the State Board of Education, I want to thank you for taking part in this most important endeavor. The general results of the survey will appear in the September issue of Your Public Schools. You will be mailed a copy as soon as it is available.

A self-addressed, stamped envelope is enclosed for your convenience. Please return your completed questionnaire by May 28, 1971.

Cordially,

Louis Bruno

Louis Bruno
State Superintendent
of Public Instruction

LB:pw
Enclosures

QUESTIONNAIRE 3

May 12, 1971

On this questionnaire you will notice that the priority most frequently selected by those responding to the April questionnaire is indicated for each item by a black square. Your April response is shown by an orange circle. In light of this additional information you are requested to study each item carefully. If you decide that the consensus response indicated by the black square does not represent your opinion now, please state your reason briefly in the minority opinion column provided. If you state no reason, it will be assumed that you agree with the consensus indicated.

The scale of priority is:

Schools ought not be involved at all	Lowest priority	Low priority	Some priority - after higher priorities are achieved	High priority	Highest priority - a must
1	2	3	4	5	6

Response (Lowest 1 2 3 4 5 6 Highest)	Item	Minority Opinions
	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 [5] 6	1. Have an understanding of alternative political and economic systems.	
1 2 3 4 [5] 6	2. Recognize attempts to influence behavior through advertising and other forms of mass persuasion.	
1 2 3 4 [5] 6	3. Be able to read the daily newspaper with understanding.	
1 2 3 [4] 5 6	4. Be able to compare the basic beliefs of the major world religions.	
1 2 3 4 [5] 6	5. Be able to distinguish between fact and opinion as presented in newspapers, magazines, and television.	
1 2 3 4 5 [6]	6. Understand the ingredients of good personal hygiene.	
1 2 3 4 5 [6]	7. Recognize the importance of cultural, racial, and ethnic differences as contributing positively to our nation's future.	
1 2 3 4 [5] 6	8. Be able to present a positive image to a potential employer.	
1 2 3 4 [5] 6	9. Be skilled in obtaining information from a variety of sources (printed materials, observations, films, etc.).	

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 [4] 5 6	10. View competition in all things as healthy.	
1 2 3 [4] 5 6	11. Be skilled in the techniques of some style of artistic expression.	
1 2 3 4 [5] 6	12. Have a knowledge of occupational and educational alternatives; their requirements, performance expectations, and rewards.	
1 2 3 [4] 5 6	13. Demonstrate the ability to develop novel solutions to problems.	
1 2 3 4 5 [6]	14. Demonstrate competency in the basic skills commonly known as the 3 R's.	
1 2 3 [4] 5 6	15. Understand the contributions of the arts to an enhanced enjoyment of life.	
1 2 3 [4] 5 6	16. Be able to apply basic survival techniques.	
1 2 3 4 5 [5]	17. Know the probable effects of drug use.	
1 2 3 4 [5] 6	18. Understand the benefits of a nutritionally balanced diet.	
1 2 3 4 [5] 6	19. Be able to pursue leisure-time activities which are interesting and enjoyable.	
1 2 3 4 5 [6]	20. Feel good about himself.	
1 2 3 [4] 5 6	21. Desire to pursue a formal education beyond the high school.	
1 2 3 [4] 5 6	22. Be able to communicate an idea using a variety of techniques like drawings, photographs, and movie film.	
1 2 3 [4] 5 6	23. Focus attention on contemporary events rather than past history.	
1 2 3 [4] 5 6	24. Have knowledge of the advantages and limitations of computers.	

Response	Item	For Coding Use Only
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	
1 2 3 4 5 [6]	25. Know the basic principles and values of the American democratic heritage.	
1 2 3 [4] 5 6	26. Have skills in the careful observation and judging of television programs.	
1 2 [3] 4 5 6	27. Be familiar with the basic laws of nuclear physics.	
1 2 3 4 [5] 6	28. Feel free to fully express his individuality.	
1 2 3 4 [5] 6	29. Be able to predict likely consequences of selected courses of action.	
1 2 3 [4] 5 6	30. Be able to use a scientist's style of investigation.	
1 2 3 4 5 [6]	31. Be able to interact meaningfully with people from different cultures, races, generations, and life styles.	
1 2 3 4 [5] 6	32. Be aware of issues of local, national, and world interest.	
1 2 3 4 [5] 6	33. Understand the methods by which human reproduction may be controlled.	
1 2 3 [4] 5 6	34. Understand the contributions literature can make in explaining human behavior.	
1 2 3 4 5 [6]	35. Have a saleable job entry skill, whether or not he plans on college.	
1 2 3 4 [5] 6	36. Have a capacity for dealing with surprise and uncertainty.	
1 2 3 [4] 5 6	37. Be able to use a variety of language forms, selecting words and grammar appropriate to the given situation.	
1 2 3 4 [5] 6	38. Be able to provide logical arguments based on available evidence to support decisions regarding public policy.	

Response (Lowest 1 2 3 4 5 6 Highest)	Item	For Coding Use Only
	As a result of the experiences provided by the public common school system, each student should:	
1 2 [3] 4 5 6	39. Be able to carry on an informal conversation in at least one foreign language.	
1 2 3 [4] 5 6	40. Have experiences in team sports and/or performing groups.	
1 2 3 [4] 5 6	41. Know the roles different members of the family are expected to play and the reasons for these roles.	
1 2 [3] 4 5 6	42. Be able to develop logical proofs in geometry.	
[1] 2 3 4 5 6	43. Understand the importance of and be willing to participate in nonviolent demonstrations.	
1 2 3 [4] 5 6	44. Be able to "kill time" in a way that is personally satisfying.	
[1] 2 3 4 5 6	45. Develop an ability to "beat the system."	
1 2 3 4 [5] 6	46. Possess a commitment to the American way of life.	
1 2 3 4 5 [6]	47. Know and apply the principles of safe driving.	
1 2 3 [4] 5 6	48. Be able to read a technical book in a field of interest.	
1 2 3 [4] 5 6	49. Have developed hobby skills such as sewing, woodworking, etc.	
1 2 3 [4] 5 6	50. Have skill in at least one life-long sport such as golf or tennis.	
1 2 3 4 [5] 6	51. Understand the complex relationships that exist between human activities and the physical environment.	
1 2 3 4 [5] 6	52. Be able to work in groups in order to attain group goals.	
	ON THE NEXT PAGE YOU WILL BE ASKED TO CONSIDER FOURTEEN STATEMENTS INVOLVING EDUCATIONAL PRACTICES.	

Response (Lowest 1 2 3 4 5 6 Highest)	Item	For Coding Use Only
	To achieve the desired educational outcomes, school systems should:	
1 2 3 4 5 **[6]**	53. Reduce emphasis on report cards and competition for high grades.	
1 2 3 4 **[5]** 6	54. Involve the community to a greater degree in setting goals and objectives for the educational programs.	
1 2 3 **[4]** 5 6	55. Provide an open campus for secondary students so they can come and go freely during the day.	
1 2 3 4 **[5]** 6	56. Provide high school credit for a wide variety of job-experience programs.	
[1] 2 3 4 5 6	57. Increase public educational opportunities for children ages 3 to 5.	
1 2 3 4 **[5]** 6	58. Involve more non-credentialed resource persons in school instruction and use school funding to support this endeavor.	
1 2 3 **[4]** 5 6	59. Provide parents a greater opportunity to select which schools their children will attend.	
1 2 3 **[4]** 5 6	60. Increase the opportunity for students to enter and exit programs at any time during the school year.	
1 2 3 4 5 **[6]**	61. Operate buildings and programs year round.	
1 2 3 **[4]** 5 6	62. Be held accountable for student success.	
1 2 3 4 **[5]** 6	63. Provide special programs for gifted children.	
1 2 3 **[4]** 5 6	64. Provide youth the opportunity to become involved in administrative policy making.	
1 2 3 4 **[5]** 6	65. Contract with local businesses to provide job orientation and supervise work experiences for students.	
1 2 3 4 **[5]** 6	66. Provide additional programs and specialized services for handicapped children.	
1 2 3 4 5 **[6]**	67. Increase pupil self-direction and decision making in the selection of learning experiences.	

FINAL DISTRIBUTION OF RESPONSES

July 10, 1971

The left-hand column shows the modal responses for each item. The special right-hand column shows the percentage of distribution for each item.

The scale of priority is:

Schools ought not be involved at all	Lowest priority	Low priority	Some priority - after higher priorities are achieved	High priority	Highest priority - a must
1	2	3	4	5	6

Response	Item	FINAL DISTRIBUTION - 360 RESPONSES					
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	1	2	3	4	5	6
1 2 3 4 [5] 6	1. Have an understanding of alternative political and economic systems.	.3	.6	1.9	2.8	91.7	2.8
1 2 3 4 [5] 6	2. Recognize attempts to influence behavior through advertising and other forms of mass persuasion.	.8	1.4	2.5	2.5	88.6	4.2
1 2 3 4 [5] 6	3. Be able to read the daily newspaper with understanding.		.6	1.1	2.2	87.2	8.9
1 2 3 [4] 5 6	4. Be able to compare the basic beliefs of the major world religions.	3.9	3.9	2.5	85.8	2.8	1.1
1 2 3 4 [5] 6	5. Be able to distinguish between fact and opinion as presented in newspapers, magazines, and television.			.8	1.4	88.3	9.4
1 2 3 4 5 [6]	6. Understand the ingredients of good personal hygiene.	.3	.6	3.6	8.3	4.4	82.8
1 2 3 4 5 [6]	7. Recognize the importance of cultural, racial, and ethnic differences as contributing positively to our nation's future.	.3	.8	3.1	6.4	3.1	86.4
1 2 3 4 [5] 6	8. Be able to present a positive image to a potential employer.	.8	1.7	3.9	2.5	84.7	6.4
1 2 3 4 [5] 6	9. Be skilled in obtaining information from a variety of sources (printed materials, observations, films, etc.).			.3	1.7	91.9	6.1

Response	Item	FINAL DISTRIBUTION - 360 RESPONSES					
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	1	2	3	4	5	6
1 2 3 [4] 5 6	10. View competition in all things as healthy.	8.1	4.4	5.8	72.8	5.6	3.1
1 2 3 [4] 5 6	11. Be skilled in the techniques of some style of artistic expression.	.6	4.4	4.4	85.8	3.6	1.1
1 2 3 4 [5] 6	12. Have a knowledge of occupational and educational alternatives; their requirements, performance expectations, and rewards.		.3	.3	1.1	92.8	5.6
1 2 3 [4] 5 6	13. Demonstrate the ability to develop novel solutions to problems.	.6	1.7	3.3	82.2	6.4	5.8
1 2 3 4 5 [6]	14. Demonstrate competency in the basic skills commonly known as the 3 R's.			.3	2.8	4.2	92.2
1 2 3 [4] 5 6	15. Understand the contributions of the arts to an enhanced enjoyment of life.	.3		1.9	90.3	3.3	4.2
1 2 3 [4] 5 6	16. Be able to apply basic survival techniques.	2.8	3.6	2.2	83.6	4.4	3.3
1 2 3 4 5 [6]	17. Know the probable effects of drug use.	.3	.3	1.9	8.1	3.9	85.6
1 2 3 4 [5] 6	18. Understand the benefits of a nutritionally balanced diet.	.3	.6	2.2	1.9	91.9	3.1
1 2 3 4 [5] 6	19. Be able to pursue le sure-time activities which are interesting and enjoyable.	1.7	1.4	4.7	2.5	86.7	3.1
1 2 3 4 5 [6]	20. Feel good about himself.	1.7	1.4	3.3	4.4	2.5	86.7
1 2 3 [4] 5 6	21. Desire to pursue a formal education beyond the high school.	3.6	3.6	4.2	82.5	4.4	1.7
1 2 3 [4] 5 6	22 Be able to communicate an idea using a variety of techniques like drawings, photographs, and movie film.	.8	4.2	2.2	87.8	2.8	2.2
1 2 3 [4] 5 6	23. Focus attention on contemporary events rather than past history.	1.9	2.2	2.8	84.2	5.3	3.3
1 2 3 [4] 5 6	24. Have knowledge of the advantages and limitations of computers.	1.9	4.2	1.9	85.3	2.8	1.9

Response	Item	FINAL DISTRIBUTION - 360 RESPONSES					
Lowest Highest	As a result of the experiences provided by the public common school system, each student should:	1	2	3	4	5	6
1 2 3 4 5 [6]	25. Know the basic principles and values of the American democratic heritage.			2.2	3.9	4.7	89.2
1 2 3 [4] 5 6	26. Have skills in the careful observation and judging of television programs.	2.2	3.6	1.9	86.9	4.4	.8
1 2 [3] 4 5 6	27. Be familiar with the basic laws of nuclear physics.	1.9	4.2	90.0	2.2	1.4	.3
1 2 3 4 [5] 6	28. Feel free to fully express his individuality.	1.7	3.9	6.9	4.2	79.2	4.2
1 2 3 4 [5] 6	29. Be able to predict likely consequences of selected courses of action.	.6		.8	2.2	90.3	6.1
1 2 3 [4] 5 6	30. Be able to use a scientist's style of investigation.	.8	2.2	2.2	87.2	4.2	3.3
1 2 3 4 5 [6]	31. Be able to interact meaningfully with people from different cultures, races, generations, and life styles.	.8	1.1	2.2	5.0	1.9	88.9
1 2 3 4 [5] 6	32. Be aware of issues of local, national, and world interest.			.6	1.1	94.4	3.9
1 2 3 4 [5] 6	33. Understand the methods by which human reproduction may be controlled.	1.7	1.7	3.6	3.6	86.1	3.3
1 2 3 [4] 5 6	34. Understand the contributions literature can make in explaining human behavior.		1.1	1.4	91.9	3.3	2.2
1 2 3 4 5 [6]	35. Have a saleable job entry skill, whether or not he plans on college.	.8	1.7	4.4	11.4	3.3	78.3
1 2 3 4 [5] 6	36. Have a capacity for dealing with surprise and uncertainty.	.8	.3	2.2	.6	94.5	2.8
1 2 3 [4] 5 6	37. Be able to use a variety of language forms, selecting words and grammar appropriate to the given situation.	.6	1.4	.8	88.6	4.4	4.2
1 2 3 4 [5] 6	38. Be able to provide logical arguments based on available evidence to support decisions regarding public policy.	.3	.8	1.9	1.4	93.1	2.5

Response (Lowest ... Highest)	Item	PERCENT DISTRIBUTION - 360 RESPONSES					
	As a result of the experiences provided by the public common school system, each student should:	1	2	3	4	5	6
1 2 [3] 4 5 6	39. Be able to carry on an informal conversation in at least one foreign language.	4.4	4.7	83.1	3.9	2.8	1.1
1 2 3 [4] 5 6	40. Have experiences in team sports and/or performing groups.	1.4	1.7	1.7	86.7	4.2	4.4
1 2 3 [4] 5 6	41. Know the roles different members of the family are expected to play and the reasons for these roles.	3.6	2.2	1.9	83.6	2.2	6.4
1 2 [3] 4 5 6	42. Be able to develop logical proofs in geometry.	3.6	1.7	90.3	2.5	1.4	.6
[1] 2 3 4 5 6	43. Understand the importance of and be willing to participate in nonviolent demonstrations.	69.4	3.6	9.7	9.7	6.7	.8
1 2 3 [4] 5 6	44. Be able to "kill time" in a way that is personally satisfying.	12.2	5.6	1.1	78.6	1.1	1.4
[1] 2 3 4 5 6	45. Develop an ability to "beat the system."	88.1	1.7	5.3	2.8	.6	1.7
1 2 3 4 [5] 6	46. Possess a commitment to the American way of life.	4.4	2.5	6.1	1.9	81.1	3.9
1 2 3 4 5 [6]	47. Know and apply the principles of safe driving.	.8	2.2	4.7	4.7	1.9	85.6
1 2 3 [4] 5 6	48. Be able to read a technical book in a field of interest.	.3	1.1	.6	93.6	2.5	1.9
1 2 3 [4] 5 6	49. Have developed hobby skills such as sewing, woodworking, etc.	1.1	2.2	1.7	89.2	3.1	2.8
1 2 3 [4] 5 6	50. Have skill in at least one life-long sport such as golf or tennis.	4.7	4.5	1.9	83.9	2.2	2.5
1 2 3 4 [5] 6	51. Understand the complex relationships that exist between human activities and the physical environment.	.6	.6	.8	.6	93.6	3.9
1 2 3 4 [5] 6	52. Be able to work in groups in order to attain group goals.	.6	.6	1.1	.8	92.5	4.2

ON THE NEXT PAGE YOU WILL BE ASKED TO CONSIDER FOURTEEN STATEMENTS INVOLVING EDUCATIONAL PRACTICES.

Response	Item	FINAL DISTRIBUTION - 260 RESPONSES					
Lowest Highest	To achieve the desired educational outcomes, school systems should:	1	2	3	4	5	6
1 2 3 4 5 [6]	53. Reduce emphasis on report cards and competition for high grades.	3.9	5.6	6.3	5.8	4.7	71.7
1 2 3 4 [5] 6	54. Involve the community to a greater degree in setting goals and objectives for the educational programs.	.6	1.7	1.7	.3	93.3	2.5
1 2 3 [4] 5 6	55. Provide an open campus for secondary students so they can come and go freely during the day.	10.6	8.1	1.4	72.5	1.7	5.6
1 2 3 4 [5] 6	56. Provide high school credit for a wide variety of job-experience programs.	.3	.6	2.5	1.4	92.5	2.5
[1] 2 3 4 5 6	57. Increase public educational opportunities for children ages 3 to 5.	63.6	.8	5.3	9.4	9.7	11.1
1 2 3 4 [5] 6	58. Involve more non-credentialed resource persons in school instruction and use school funding to support this endeavor.	3.6	3.9	2.2	1.4	86.9	1.9
1 2 3 [4] 5 6	59. Provide parents a greater opportunity to select which schools their children will attend.	8.1	6.1	2.2	76.9	1.4	5.3
1 2 3 [4] 5 6	60. Increase the opportunity for students to enter and exit programs at any time during the school year.	5.0	4.2	.8	81.9	2.5	5.6
1 2 3 4 5 [6]	61. Operate buildings and programs year round.	3.6	4.4	5.6	6.1	1.7	78.6
1 2 3 [4] 5 6	62. Be held accountable for student success.	5.6	2.5	1.9	77.5	1.9	10.6
1 2 3 4 [5] 6	63. Provide special programs for gifted children.	1.7	.6	2.2	2.8	89.7	3.1
1 2 3 [4] 5 6	64. Provide youth the opportunity to become involved in administrative policy making.	5.8	3.3	1.4	83.6	1.9	3.9
1 2 3 4 [5] 6	65. Contract with local businesses to provide job orientation and supervise work experiences for students.	.8	.6	.8	1.9	94.7	1.1
1 2 3 4 [5] 6	66. Provide additional programs and specialized services for handicapped children.	.3	.8	2.8	2.2	92.2	1.7
1 2 3 4 5 [6]	67. Increase pupil self-direction and decision making in the selection of learning experiences.	1.4	.8	3.1	4.7	2.5	87.2

State of Washington

DELPHI SURVEY
MINORITY OPINION REPORT
July 10, 1971

1. Have an understanding of alternative political and economic systems. (26 minority opinions)

   a. An understanding of the American system is primary. The others follow.
   b. I believe there is no way rationale can be established unless one is familiar with alternatives.
   c. Other areas have greater priority.
   d. I do not wish to provide opportunity to boost communism.

2. Recognize attempts to influence behavior through advertising and other forms of mass persuasion. (37 minority opinions)

   a. Less important.
   b. Absolute must if our citizens are to operate as sensible, discriminating, objective individuals.
   c. It's pretty well recognized and the school shouldn't bother.
   d. Seems like a very narrow objective. There are many ways to influence behavior and recognition of such should be a by-product of the total education process.

3. Be able to read the daily newspaper with understanding. (42 minority opinions)

   a. Hard to believe a student can function successfully without this. It would appear to be an "essential."
   b. Understanding is vital. But more information comes via TV than papers.
   c. The daily newspaper does not always tell it like it happened so I'll stick with "some priority."

4. Be able to compare the basic beliefs of the major world religions. (45 minority opinions)

   a. Even the theologians can't do this.
   b. I do not think that it has much priority in public schools as most students interested study their own religion.
   c. Religion plays an important part in people's life and they should be made aware of the basic beliefs.
   d. Religion is irrelevant.

5. Be able to distinguish between fact and opinion as presented in newspapers, magazines, and television. (35 minority opinions)

   a. How can one read the paper or listen to TV intelligently if one cannot distinguish between fact and opinion?
   b. There is no need to distinguish if you read or watch all those: it should be obvious.
   c. This takes some study on each one's part.

6. Understand the ingredients of good personal hygiene. (54 minority opinions)

   a. Highest priority for the home and parents.
   b. Important but others of higher importance.
   c. Knowledge of is not as important as practices.

7. Recognize the importance of cultural, racial, and ethnic differences as contributing positively to our nation's future. (43 minority opinions)

   a. I think we should emphasize similarities, not differences.
   b. Very true but not as important as other topics.
   c. Fails to evaluate position that the differences may have; detriment as well as positive contributions.
   d. I believe the church, family, and other organizations are involved.
   e. I don't think they do contribute especially since we are getting less of those anyway.

8. Be able to present a positive image to a potential employer. (45 minority opinions)

   a. Absolutely essential. Many kids do not know how to present themselves and inquire about employment.
   b. How do we know what a positive image means to an employer?
   c. Not necessary to have a high priority to achieve the result.
   d. Why should school have anything to do with how one person appears to another person? Image used this way is a rotten concept. It smacks of fakery.
   e. More emphasis needed on appearance and positive thought processes in order to best present himself to an employer.

9. Be skilled in obtaining information from a variety of sources (printed materials, observations, films, etc.). (25 minority opinions)

   a. Important but shouldn't be the main thing obtained from school.
   b. This is education, to know where and how to find information.
   c. Basic--reading, writing, and arithmetic are still top priority.

10. View competition in all things as healthy. (94 minority opinions)

   a. Competition in all things is not healthy.
   b. Students should recognize the disadvantages and limitations of "competition" or a competitive attitude in many situations.
   c. Sometimes you cannot be competitive. You must be a supporter.
   d. Our nation and individual make-up based on private corporate enterprise.
   e. But not of uppermost importance.
   f. Certainly not competition in all things. Cooperative effort and group work are also essential skills.
   g. Competition in and for the right purpose tends to bring out the best in one.
   h. I think competition is decidedly unhealthy in areas relating to personality growth.

11. Be skilled in the techniques of some style of artistic expression. (50 minority opinions)
    a. The artistic ability comes from within and the expression will naturally come forth whether or not the student received a formal education. Such is the fact from the history of our great artists.
    b. High priority because so useful in self-development for leisure time enjoyment for life itself.
    c. One does not have to be skilled in any certain thing to express oneself.
    d. Artistic expression should not be imposed on one lacking in interest.

12. Have a knowledge of occupational and educational alternatives; their requirements, performance expectations, and rewards. (26 minority opinions)
    a. If educational institutions are to be geared to enhance individual freedom, it is their responsibility to "lay out" as many, and specific, alternatives as possible.
    b. I'm tired of schools focusing this largely on "learn so you'll get a job."
    c. School should prepare one for the outside world.
    d. These can be learned outside of school to a certain extent.

13. Demonstrate the ability to develop novel solutions to problems. (57 minority opinions)
    a. For present and future needs creative thinking and problem solving should have highest priority.
    b. I can't get excited about this--it is also an attribute to do what is asked.
    c. Why 'novel' solutions? Just recognition of problems is a major step in their solutions.
    d. We should be looking to new and different solutions. Unless the schools, a major social change agent (potentially), take on this responsibility, who will?
    e. Old solutions don't work well in a new day. We need imagination, creativity.

14. Demonstrate competency in the basic skills commonly known as the 3R's. (23 minority opinions)
    a. For present and future needs, creative thinking and problem solving should have highest priority.
    b. Our highest priority--NEVER. Help kids feel good about themselves and be able to live with others. Some will never be able to demonstrate competency in the 3R's so why frustrate them?
    c. I feel this is important but not the highest priority.
    d. This is necessary for a sound education.

15. Understand the contributions of the arts to an enhanced enjoyment of life. (32 minority opinions)

    a. Art is important but some things are more.
    b. The arts are still insufficiently supported by public funds when we compare ourselves to other nations.
    c. Schools should be very much involved in helping students understand how all things relate to them and their lives.
    d. Art is nature. Nature is life.
    e. Necessary in a society with more leisure time.
    f. Art does not enhance my enjoyment of life; I can do without most of it.

16. Be able to apply basic survival techniques. (43 minority opinions)

    a. Our world is becoming too small to devote resources to this end.
    b. Should prepare. The next generation may need it.
    c. Basic survival is close to being able to live with nature. Relationships of man to nature on a personal basis is very important.
    d. This not necessarily the job for the schools.
    e. How to save yourself and others if you do not have basic skills for both physical and mental survival.
    f. Other agencies can provide.

17. Know the probable effects of drug use. (52 minority opinions)

    a. There are other better-qualified agencies to do this.
    b. I would give this a 6 for jr. high level, however, in high school kids get tired of getting it crammed at them and it might not be as helpful as in younger ages.
    c. Too contemporary--too reactionary--not broad enough. Knowing effects does not insure change.
    d. A good health program should include this--too limited for highest priority.
    e. This item is too specific. Should be incorporated with problem-solving or decision-making.
    f. Would require a degree in medicine or pharmacy to know them all.
    g. Important but not the highest priority, simply because I think the term should be ABUSE not use. We are a drug culture and we're not likely to change--I'm not--from using aspirins etc. But we do need to provide insights.

18. Understand the benefits of a nutritionally balanced diet. (25 minority opinions)

    a. Health is not one of the school's major concerns.
    b. Better to practice good dietary habits.
    c. Physical health is most important.
    d. This should be the parents' responsibility.

19. Be able to pursue leisure-time activities which are interesting and enjoyable. (42 minority opinions)

a. Should not be accomplished at the expense of other more academic subjects. Schools are not the best place to teach these things.
b. Too much emphasis on leisure time and not enough on work.
c. More a result of other primary skills and attitudes.
d. With four-day weeks and early retirement, I think this is extremely necessary for health of our people. Busy people live longer.
e. The school should not have to take the responsibility of teaching leisure-time activities. The home should do this. Let the school prepare the youth for a vacation as professor.

20. Feel good about himself. (42 minority opinions)

a. This is a great idea but one that everybody in this country has not the ability to achieve, regardless of age, during his lifetime. It is a personal goal to be achieved only if the person wants it.
b. Obviously important, but should be a result of long-term supportive feedback, from home, teachers etc.
c. Too vague--should a delinquent feel good about himself? Some discontent may be desirable.
d. This could lead to self-complacency removing incentive for self-improvement.
e. Although very important, I feel we should be very concerned about making others feel good.

21. Desire to pursue a formal education beyond the high school. (55 minority opinions)

a. An education beyond today leaves much to be desired and goal in everybody's life and the highest priority.
b. Too much of this now. College should not be oversold at expense of crafts and skills needed by society.
c. I disagree the most with this! Students should be taught their wide-range of vocational and educational opportunities--apprenticeships, etc.-- instead of having one goal--formal education taught to them as a main goal or even as a superior goal.
d. I question the word formal.
e. Formal education beyond high school is certainly not a defensible goal for all students.

22. Be able to communicate an idea using a variety of techniques like drawings, photographs, and movie film. (38 minority opinions)

a. I place high emphasis on verbal skills, with which the individual can get along quite well even without any talents of these sorts. The consensus response probably reflects the McLuhan influence.
b. I think we've done well if we can communicate via any one technique.
c. Our whole life is centered around good communications.
d. People should be able to communicate in a variety of techniques, not just words.
e. Better communication skills will be more necessary in the next decade.

23. Focus attention on contemporary events rather than past history. (54 minority opinions)
    a. I think we stress now too much already.
    b. Past history is very important to the understanding of contemporary history.
    c. Why worry about the past? Present and future are more important.
    d. Rather than learning from history I have come to the conclusion that our reverence for the past leads us to continue to make the same mistakes.

24. Have knowledge of the advantages and limitations of computers. (39 minority opinions)
    a. Elective role of higher education.
    b. This should remain a low priority for each student--important yes, for a few.
    c. Better if we are to live with the "thing."
    d. Too vital to relegate to a lesser priority--will be increasingly important in the future.
    e. Computers really have a small part in our important lifetime activities.

25. Know the basic principles and values of the American democratic heritage. (37 minority opinions)

    a. Good, if comparisons are made with other systems of government.
    b. As well as its shortcomings and the need for alert participants.
    c. Today's values of more importance.
    d. We learn these as we go through life and we learn it naturally.
    e. More important is to be able to practice them.

26. Have skills in the careful observation and judging of television programs. (35 minority opinions)

    a. To learn to be discerning as a guard against brainwashing.
    b. Television is a waste of time that could be applied to an infinitely more worthwhile pursuit.
    c. This is a matter of personal taste. Why should schools be involved.
    d. Perceiving and judging are two of school's primary goals.

27. Be familiar with the basic laws of nuclear physics. (30 minority opinions)
    a. Science and technology should not be a large part of our lives.
    b. Nuclear physics is too narrow. Why not all of modern science?
    c. If a student is not majoring in this field, what good will it ever do him? Would be a waste of time to the noninterested.
    d. Where else can we learn how those apart from us act? I object to this use of the term "laws."
    e. Critical inorder to also understand the damaging impact of nuclear physics.

28. Feel free to fully express his individuality. (66 minority opinions)

    a. Individuality and its expression is fine until it infringes on rights of others and on the unity of our country.
    b. I feel this has been given too much attention. Individuality is great, but there is also the matter of conformity at certain essential times.
    c. Too much emphasis on personal freedoms, no emphasis on responsibility.
    d. Very important. Student has to know himself and be able to express how he feels.
    e. I don't agree that a fully expressed individuality is so necessary.

29. Be able to predict likely consequences of selected courses of action. (27 minority opinions)

    a. Is this all encompassing? Who could teach this effectively.
    b. We don't need any special class for this, it is rather obvious.
    c. School helps, but I don't look for a lot of success. You can lead a man to the well of rationality, but...
    d. Absolutely critical for the purpose of assuming individual responsibility.
    e. Should be highest priority. It represents a thinking person.

30. Be able to use a scientist's style of investigation. (39 minority opinions)

    a. If you get the job done, why does it have to be scientist's style?
    b. This is an effective method of teaching kids to think.
    c. Problem solving and decision making will be important in all aspects of life.

d. The scientific method and habits of mind are essential for developing the intellect and disciplining processes of thought.
e. I think we should do more of this. The process of approaching problems in a systematic way.

31. Be able to interact meaningfully with people from different cultures, races, generations, and life styles.

a. It is necessary but we do it without school teaching us.
b. This would require formal education.
c. This is an assumption that the public school is able to practice this type of interaction.
d. This is the result of a well-rounded education and living experience--not a set of courses in school neccessarily. Overstressing, overbalances many times. Not "an important" for classroom instruction.
e. Highest priority should be given to interacting meaningfully with same culture, race, etc. How can one understand and accept others meaningfully without knowing one's self.

32. Be aware of issues of local, national, and world interest. (12 minority opinions)

a. In a democratic society this has to be a high priority item.
b. Students are too limited in their warped view of the world given through high school--their unreal environment.
c. How can one vote, act, or discuss the fate or our society without being vitally aware of all its facets.

33. Understand the methods by which human reproduction may be controlled. (48 minority opinions)

a. I think these are important because many people do not find out at home. Kids should be aware of the world they live in.
b. I still believe that teaching of birth control methods should not be a function of the schools.
c. In my opinion, this is not the province of the public schools. Explain reproduction but don't discuss or suggest control methods.
d. Only control? How about understanding the social, economical, and psychological aspects of control vs. noncontrol of population?

34. Understand the contributions literature can make in explaining human behavior. (26 minority opinions)

a. I don't think literature explains it.
b. Literature is the basic form of communication. Children should be exposed to ideas through literature earlier.
c. Literature as a communication skill and media should be a basic component of a student's education.
d. You can understand others better if you have studied types in literature first.
e. Literature per se is only a means to an end. Students need to be taught a pattern of continuing self-education in which cases the use of literature will take care of itself.

35. Have a saleable job entry skill, whether or not he plans on college. (70 minority opinions)
    a. While our school district is proposing as an educational goal a saleable skill for each graduate, I believe it is impossible unless the system is strongly vocationally oriented (which is very expensive) which requires a large school district or a sharing of vocational facilities. I favor a broad, general education with exposure to vocational possibilities followed by two years of specialization in a community college.
    b. I voted low because I don't think you defined job entry skill broad enough. Communication is first, ethical behavior, enthusiasm and willingness to work are high. I'll hire and give the specific skills easily.
    c. Strict Voc-Ed is not a primary responsibility of the American public high school. It's primarily a post high school responsibility. We are not and should not be in the "job training" business.
    d. Learning to live is more important than learning to make a living especially in the K-12 experience. A saleable skill by age 20 may be quite critical, but children need to be children, not just workers or potential workers.
    e. Seems like this would require too great a change in curriculum to accomplish, although I like the idea.
    f. I'm not sure this is a reasonable goal for all high school graduates.
    g. Very idealistic goal. Who will finance?

36. Have a capacity for dealing with surprise and uncertainty. (22 minority opinions)

    a. How do you teach this? I think I rated it too high the first time.
    b. Training will not bring much change. Strongly disagree.
    c. This life is surprise and uncertainty and we must deal with it or get out.
    d. We must be able to make good decisions in all situations.

37. Be able to use a variety of language forms, selecting words and grammar appropriate to the given situation. (38 minority opinions)

    a. This sounds too profound for all.
    b. Too get a "job done" one must adapt to a locality or situation.
    c. This should be learned, especially well in jr. high because it is needed before one can go on to foreign language.
    d. This is what education is all about.
    e. Ability to use language, to communicate, I regard as a highest priority.

38. Be able to provide logical arguments based on available evidence to support decisions regarding public policy. (15 minority opinions)

    a. The American people need to learn to evaluate for themselves available facts, or they may end up accepting someone's biased judgment as the only one that can be reached.

b. Facts are mere fancies when time proves them so--It is important to be informed but with concepts not facts.
c. Most people seem to base their decisions on emotions and attitudes.

39. Be able to carry on an informal conversation in at least one foreign language.

a. The chances of using a foreign language are remote and one can be learned prior to need.
b. I just don't think it that important for <u>each</u> (all) student.
c. I can--It has been most useful but I could have made it with English and thoughtfulness.
d. Foreign languages are unessential and should be taught only if the student is interested.
e. With expanded world travel, this is becoming a major concern.

40. Have experiences in team sports and/or performing groups. (36 minority opinions)

a. There is too much emphasis on athletics in school right now.
b. Some children's personalities and/or other characteristics are such that they should not be required to do this.
c. One of the schools advantages is bringing lots of people together, so let's use the opportunity for group activities.
d. This is a great help in using leisure time and in developing the student's acceptance.
e. Builds the student's pride and his ability to work well in front of a group.

41. Know the roles different members of the family are expected to play and the reasons for these roles. (52 minority opinions)

a. Roles are changing and it varies with each person.
b. If we provide sound psychology, this should follow.
c. It is not the school's function to attempt to maintain status quo of family relationships.
d. I have wondered if this might help prevent homosexual tendencies. The question youth seem to be asking is, "Who am I"?
e. It is a rare parent that can and will instruct his children in the role he or she must assume. This knowledge is so basic, it must not be left to chance.

42. Be able to develop logical proofs in geometry. (22 minority opinions)

a. Some students will never use.
b. I will move to consensus when someone presents evidence that developing logical proofs is a meaningful activity for all students.
c. Important at any mental level.
d. We all need logic whether in geometry or psychology.

43. Understand the importance of and be willing to participate in nonviolent demonstrations. (106 minority opinions)

a. The right to dissent is basic to a free society.
b. Obviously my colleagues wish to develop obedient, nonthinking robots. Our country was founded on demonstrations.

c. Demonstrations are effective ways of communication.
d. To curb violence one must be informed.
e. Man must be willing to stand for what he believes to be true.
f. Know how to work with the system.
g. Schools need to help youth express their ideas in nonviolent ways.
h. Demonstration is an important modern political tool.

44. Be able to "kill time" in a way that is personally satisfying. (68 minority opinions)

a. Not the role of the public school.
b. With so much talk about leisure time, a shorter work week, shorter work day, etc., I think it is important to be satisfied with one's use of this leisure time. (I do not think "kill time" is the best phrasing for this idea.)
c. I disagree! The words "kill time" have a poor connotation.
d. The term "kill time" is very offensive to me. If you mean better utilization of leisure time, that is another matter. We discuss a lot about conservation while our greatest resource (human) is being taught how to "kill time."
e. I can't see any educational value here. This is a matter of personal inclination. Most people who kill time don't have to be taught how to do it.

45. Develop an ability to "beat the system." (34 minority opinions)

a. If the system isn't working, invent ways of improving it.
b. I disagree that the schools should concentrate on developing the ability to "beat the system." Understanding of the process, ok.
c. The attempt to "beat the system" has relevance to the school and while of low priority should be included in those courses which have to do with personality development inasmuch as an attitude which is devoted to "beat the system" is a self-defeating attitude from the standpoint of personal satisfaction.
d. My concept is to live the "spirit of the law" not the letter.
e. Understanding what is expected and short cuts never hurt anyone. We all do it and why not constructively?

46. Possess a commitment to the American way of life. (55 minority opinions)

a. Teaching a commitment to the American way of life is useless. Commitments must truly be felt, not learned.
b. Too vague. It makes more sense to be commited to specific values such as justice and honesty or hard work or whatever. As it is it could stand for a commitment to racial intolerance, economic injustice, materialism and pollution, since these are also part of the American way of life.
c. Why be here if you don't like it? Let's improve our way and make it work.
d. Propagandizing is not a school responsibility. What is the American way of life?

47. Know and apply the principles of safe driving. (45 minority opinions)

    a. By 1985, driving as we know it will quite likely be obsolete which is the weakness in establishing narrow objectives based on specific skills or needs.
    b. I have serious questions as to whether this is a primary responsibility of the public schools.
    c. This item does not have high priority with me as a goal of education. Many other agencies could carry out this training function. The schools have accepted it, but it is not as significant to me as other goals and therefore is ranked lower in priority.

48. Be able to read a technical book in a field of interest. (22 minority opinions)

    a. Be able to make use of it yes, but why just be able to read it?
    b. What better use to put reading to?
    c. Still question reading of technical books.
    d. Some people are not interested, others are. Only those interested should be taught this.
    e. How else could we have much interest in any field and not know how to read in this field.

49. Have developed hobby skills such as sewing, woodworking, etc. (32 minority opinions)

    a. Hobbies are important.
    b. We should not center ourself around a hobby.
    c. Constructive use of leisure time is becoming extremely important for both physical and mental health.
    d. This is asking the school to do far more than can reasonably be expected.
    e. We need a way to spend leisure time. Most people need to feel a sense of accomplishment. Rewards are personal.

50. Have skill in at least one life-long sport such as golf or tennis. (50 minority opinions)

    a. These are both competitive, and noncompetitive activities like hiking, swimming, and cycling would provide the same exercise with less stress.
    b. Should be opportunity but shouldn't have to learn.
    c. Why should valuable school time be used for this purpose?
    d. Such lifelong sports are generally for relaxation or exercise, not for skill.

51. Understand the complex relationships that exist between human activities and the physical environment. (17 minority opinions)

    a. Without an absolute commitment to such understanding, this questionnaire might as well self-destruct in about 13 years.
    b. Again formal education required to know it all.
    c. We must be careful with our environment in order to live.

52. Be able to work in groups in order to attain group goals. (22 minority opinions)

a. Some people are independent and work better independently.
b. Skill absolutely essential in democracy.
c. Learning to work in groups and attaining group goals should be "a must."
d. Since schools create groups, they should teach us to make the best of them.

53. Reduce emphasis on report cards and competition for high grades. (94 minority opinions)

a. If competition is "healthy" (question #10) why not in grades? In many cases grades are learning incentives.
b. Free enterprise or competition was the backbone of this nation. Do we wish to throw all this out?
c. I don't really disagree. I just believe the grading issue is blown out of proportion.
d. Parents need information on students' progress.
e. Rightly used, report cards do tell a student where he stands. There is always some form of evaluation.
f. Healthy competition has its place. Self-competition is excellent.
g. I still think we must compete to motivate to learn.

54. Involve the community to a greater degree in setting goals and objectives for the educational programs. (20 minority opinions)

a. If schools are too much the creatures of their local communities, they become too repressive and cautious.
b. This would be more important for the kids themselves.
c. If educators can't reach agreements, how can we expect large groups of citizenry? Perhaps educators need to assert themselves more strongly.
d. I don't agree. A fine idea, but proven impractical. I don't feel excess time, money, and effort should be spent here.

55. Provide an open campus for secondary students so they can come and go freely during the day. (94 minority opinions)

a. For juniors and seniors only, or just seniors only.
b. During the time the student is off campus, both home and school are ignorant of the whereabouts and activities of the student.
c. At this age students still need the discipline of a set schedule.
d. We need the freedom and responsibilities.
e. The high school students have too much freedom for coming and going now. It is too hard to keep up with them on a closed campus.
f. It is inconceivable to me that any campus of any grade level should be anything but open. Closed campuses are imprisonment without court conviction and clearly illegal and inhuman.
g. It depends on the community and location of the school.
h. I feel they would develop a sense of responsibility earlier. Many fail college the first year.
i. New programs can not be accommodated without it.

56. Provide high school credit for a wide variety of job-experience programs. (23 minority opinions)

a. This is definitely needed for non-college bound students.
b. Schools shouldn't go beyond the learning experience.
c. This is impossible in some cases.
d. Lets guard the meaning of a high school diploma. Set up an extra curricular trade school for some job experience programs.
e. As employers in this program, we found too little time for instruction. (Alert youngsters learn, others take up too much valuable time.)
f. Extend job experience programs to include work-travel, service aids, clerkships, interruptable learning periods, etc.

57. Increase public educational opportunities for children ages 3 to 5. (124 minority opinions)

a. Let the family stay home and take care of their child. Maybe we would have less trouble in school.
b. I am aghast at the majority consensus here. If anything, the latest research indicates that the educational emphasis must be placed on these earlier years--witness Head Start, Sesame Street.
c. These are important, formative years which condition a child's future in school.
d. Human potential is developed at very early ages. I can't believe that educators would rate this so low!
e. Those of age 3-5 are in the stage of life where they begin to learn on their own. They are extremely curious and the proper instruction by qualified personnel can prod them to ask and think. Something, it seems, most parents can't or won't do.

58. Involve more non-credentialed resource persons in school instruction and use school funding to support this endeavor. (43 minority opinions)

a. Not as long as we have an over supply of accredited personnel.
b. No. These people do not have teaching techniques. Too much added expense.
c. If we are to reduce class size and promote individulized programs, I deem this of imperative need. Resource people do a better job.
d. Qualified, non-credentialed. Careful screening of vocational instructors. Poor instructors would be a waste of time.

59. Provide parents a greater opportunity to select which schools their children will attend. (73 minority opinions)

a. Schools would have to improve if parents have alternatives.
b. Too many problems with students being taught parent's values instead of being truly educated.
c. It would deny children an experience in a multi-racial school.
d. ...within the guidelines established to eliminate defacto segregation.
e. If they had a choice, they may learn more of what it's all about...and give support to schools. Also, a little competition among teachers and schools in a highly competitive society may not be so bad.

60. Increase the opportunity for students to enter and exit programs at any time during the school year. (62 minority opinions)

a. Schools need to be less rigid and more prepared to educate individuals rather than groups.
b. How can you plan unless orderly entrance and exits are maintained.
c. Increased costs and coordination.
d. Allows student to follow a course of study of use and interest to himself.
e. Just another way to encourage students to goof off.
f. Our present 180 day laws are archaic. Our whole system needs to make efforts to greater utilization of space, time and facilities.
g. No, it's too hard to pick up what you missed when you enter half way through the course.

61. Operate buildings and programs year round. (71 minority opinions)

a. Both students and faculty need time away from that environment.
b. No. As a parent I want my kids to know and appreciate some leisure time. A building that gets no rest becomes a tired structure and an expensive one.
c. OK. When we get the financial support or develop community and outdoor programs that are viable. Two more months of the same thing makes no sense.
d. Buildings and summer school should be offered--not year round school.

62. Be held accountable for student success. (72 minority opinions)

a. Parents have a lot of influence on student success or failure.
b. There are students who would never learn to accept the responsibility for their own actions.
c. Success is determined by individual effort of students. The school system should <u>contribute</u> to that success, not be responsible for it.
d. That is our job, our responsibility. If we are not accountable and do not demonstrate (publicize) our successes and failures, we ourselves have failed.

63. Provide special programs for gifted children. (27 minority opinions)

a. They are often bored in regular classrooms.
b. Yes, for fulfillment, but including the gifted child facilitating with the ungifted.
c. Much more is spent on handicapped than upon gifted. This is a social loss.
d. Gifted children, as all others, may need different kinds of learning experiences; however, special programs may not necessarily mean improved or more appropriate experiences for them. The real need and major priority is to provide a kind of educational program that speaks to the needs, styles, etc. of each kid.

64. Provide youth the opportunity to become involved in administrative policy making. (53 minority opinions)

    a. Let them see the problems involved and how change can't occur all at once.
    b. If so we provide youth with the opportunity of being accountable for these decisions.
    c. Another must--this is what democracy is all about. Already too many decisions are made apart from the people and kids.
    d. Do not agree. Students should be involved in an advisory learning capacity not as participants in decision making as they have no background from which to draw conclusions.
    e. Our youth are competent. Let's give them a chance!

65. Contract with local businesses to provide job orientation and supervise work experiences for students. (13 minority opinions)

    a. Dire need for facilitation and understanding between education and community of overall living, learning goals and objectives.
    b. The unemployment problem is bad enough without the public school system providing free or substandard wage workers to the employers of the area. If this were work experience or non-saleable or non-productive work and the local businessman was donating time and materials at his own expense and expected no profit from the program (a charitable donation, at a loss or expense), this would be fine, but I can't imagine such a businessman.
    c. Why "contract"? Why not free youngsters to have a job experience on their own?

66. Provide additional programs and specialized services for handicapped children. (17 minority opinions)

    a. A handicapped child should have classes of his own. He may feel out of place with normal children.
    b. I think we already do a pretty fair job of providing additional programs and services for the handicapped.
    c. Fine if money is available, but could be very expensive if carried too far.
    d. I don't want to see them slighted but I'd like to see programs for tomorrow's leaders strengthened before that for severely mentally handicapped.

67. Increase pupil self-direction and decision making in the selection of learning experiences. (35 minority opinions)

    a. This will weaken educational system.
    b. Provide for a working together, but not increased decision making of the public school program by the students.
    c. They don't have the experience.
    d. The student needs help from others.

DELPHI

BIBLIOGRAPHY

Adelson, M., Alkin, M., Carey, C., & Helmer, O. Planning education for the future: comments on a pilot study. American Behavioral Scientist, 1967, 10,(7), 8-27.

Ament, R. H. Comparison of Delphi forecasting studies in 1964 and 1969. Futures, 1970, 2(1), 35-44.

Anderson, D. P. Clarifying and setting objectives on an intermediate school district's objectives utilizing the Delphi technique. Paper presented at the AERA symposium: Exploring the Potential of the Delphi Technique by Analyzing Its Application. Minneapolis, March 4, 1970.

Brigard, R., & Helmer, O. Some potential developments: 1970-2000. Middletown, Conn.: Institute for the Future, 1970. R-7.

Campbell, R. M. A methodological study of the utilization of experts. Unpublished doctoral dissertation, UCLA, 1966.

Cyphert, F., & Grant, W. The Delphi technique: a tool for collecting opinions in teacher education. The Journal of Teacher Education, 1970, 21(3), 417-425.

Dalkey, N. The Delphi method: an experimental study of group opinion. Santa Monica, California: Rand Corporation, 1969. RM 5888PR. (a)

Dalkey, N. The Delphi method, II: structure of experiments. Santa Monica, California: Rand Corporation, 1969. RM 5957PR. (b)

Dalkey, N., & Helmer, O. An experimental application of the Delphi method to the use of experts. Management Science, 1963, 9, 458-467.

Enzer, S. Delphi and cross-impact techniques: an effective combination for systematic futures analysis. Middletown, Conn.: Institute for the Future, 1970. WP-8.

Enzer, S. Some developments in plastics and competing materials by 1985. Middletown, Conn.: Institute for the Future, 1971. R-17.

Gordon, T., & Ament, R. Forecasts of some technological and scientific developments and their societal consequences. Middletown, Conn.: Institute for the Future, 1969. R-6.

Gordon, T., & Helmer, O. A report on a long-range forecasting study. In O. Helmer, Social Technology. New York: Basic Books, 1966. (Originally published: Santa Monica, Calif.: Rand Corp., 1964. P2982.)

Helmer, O. Analysis of the future: The Delphi Method. Santa Monica, California: Rand Corporation, 1967. P-3558.

Helmer, O. Report on the future of the future-state-of-the-union reports. Middletown, Conn.: Institute for the Future, 1970. R-14.

Helmer, O. Social Technology. New York: Basic Books, 1966. (a)

Helmer, O. The use of the Delphi technique in problems of educational innovations. Santa Monica, Calif.: Rand Corp., 1966. P-3499. (b)

Helmer, O., & Rescher, N. On the epistemology of the inexact sciences. Management Science, 1959, 6, 25-52.

Kaplan, A., Skogstad, A., & Girschick, M. The prediction of social and technological events. Public Opinion Quarterly, 1950, 14, 93-110.

Rasp, A. F. Consensus formation on educational outcomes using a modified Delphi technique. Unpublished doctoral dissertation. University of Washington, 1972.

Rasp, A. F. Delphi: A decision-maker's dream. Nation's Schools, July, 1973.

Waldron, J. An investigation into the relationship among conceptual level, time delay of information feedback and performance in the Delphi process. Unpublished doctoral dissertation. Syracuse University, 1970.

Weaver, W. T. An exploration into the relationship between conceptual level and forecasting future events. Unpublished doctoral dissertation. Syracuse University, 1969.

Weaver, W. T. The Delphi method: background and critique, report I. Syracuse, N.Y.: Educational Policy Research Center, 1970. (a)

Weaver, W. T. The Delphi method: research design and analysis of results, report II. Syracuse, N.Y.: Educational Policy Research Center, 1970. (b)